**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** American Government

**Date:** January 12th, 2011

**Objective:** HWBAT evaluate the legitimacy of the arguments for and against teaching evolution in school by examining the Scopes Monkey Trial and the debate over teaching evolution vs. intelligent design in Kansas.

**Learning Goal:**

5.2.4.e Describe the tension between fundamentalism and the changing social values, including Prohibition, and the issues surrounding the Scopes Monkey Trial. **(Scopes Monkey Trial, fundamentalism, modernism)**

**Essential Question:**

*To what extent does the same tension between science and fundamentalism exist today? How does it manifest itself?*

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| **Type of Lesson:** | **Agenda:** |
| Developing/Maintaining | 1. Call to Order 2. Introduction of Material – Film Analysis 3. Reading of Article in Small Groups 4. Literature Circle 5. Quick Debate 6. Exit Ticket 7. Homework Explanation |
| **Call to Order: (5-8 minutes)** | |
| *Students will enter the room and complete the call to order which is both on their worksheet for the day and on the front board.*  What is the state board of education? What are its responsibilities? What role does the board play in developing curriculum? | |
| **Introduction of New Material: (15 minutes)** | |
| Teacher will introduce the conflict between science and fundamentalism by showing a film and displaying notes on a power point presentation. Students will copy down notes from the board.  **Fundamentalists:** Believe in a word-for-word translation of the Bible and Creationism. Believe that we should create laws based on morals dictated in the bible. Supported prohibition in the 1920s. Also called “conservatives”.  **Creation:** The idea that God made the universe as he wanted it to be.  **Modernists:** Believe that science can explain most things, including how life came to exist in its present state. Believe in evolution. Supported the repeal of prohibition in the 1920s (21st amendment) and wanted humans to have the freedom to pursue their own morality and beliefs.  **Evolution:** The idea that natural selection has allowed various species to die out and be replaced by other species that are better able to compete.  Checks for Understanding:  What is evolution?  How does the Bible conflict with evolution?  Which do you think should be taught in schools – evolution, the Biblical story of creation, neither, or both?  Students will watch a film clip from teacher tube:  <http://www.teachertube.com/members/viewVideo.php?title=Dayton_and_Darwin&video_id=222018>  Students will jot down the arguments made by the prosecution (William Jennings Bryan on behalf of the school district) and the defense (Clarence Darrow on behalf of Scopes). Teacher will model this as students watch, and then students will take over. Students will share out the arguments for and against teaching evolution in schools. | |
| **Guided Practice: (20 minutes)** | |
| Students will read the article on evolution from nytimes.com:  <http://www.nytimes.com/learning/teachers/featured_articles/20050509monday.html>  Students will answer the following questions in their groups:  a. When did Kansas first “ignite” a national debate on the teaching of evolution?  b. What may new science standards require of Kansas teachers?  c. Where did the 1925 Scopes Monkey Trial take place?  d. What is “intelligent design,” as defined by the article?  e. Why did no defenders of Darwinism testify at the hearings?  f. Who called the hearings?  g. What measures did Ohio adapt in 2002?  h. Legislators in which states have recently introduced similar bills?  i. In how many states are residents currently challenging the teaching of evolution on the local level?  j. Do the standards proposed for Kansas refer to intelligent design?  k. What is creationism?  l. When were Kansas state standards last under review?  m. What did conservatives on the school board then do?  n. How would the new state standards change the definition of science?  o. What body is generally responsible for “devis[ing] curriculums” in Kansas?  p. What did the experts testifying on May 5 argue?  q. How did most of the experts respond when asked if they believed Homo sapiens “descended from pre-hominids”?  r. How old did they typically suggest the earth was?  s. How did anti-evolution scientists “try to undermine the notion that all species had a common ancestry”?  t. What evidence did they offer of a “designed universe”?  u. What film did Dr. William S. Harris mention as support for “intelligent design”?  v. Why does Linda Holloway suggest that pro-evolution experts were unwilling to testify?  w. Does Erica Heikl believe in evolution?  x. Why does she believe that students should hear challenges of evolution as part of the curriculum? | |
| **Independent Practice: (12 minutes)** | |
| Students will take an exit ticket in which they answer the following questions:   1. The trial of John Scopes illustrated the battle over: 2. immigration and quotas 3. **conservatism and modernism** 4. prohibition and morality 5. women’s suffrage and divorce 6. labor strikes and collective bargaining 7. Prohibition failed largely because: 8. organized crime controlled illegal liquor production 9. **many Americans believed the law interfered with their personal freedom** 10. rural America failed to support it 11. it adversely affected American productivity 12. the costs of enforcing it were to expensive   **Review:**   1. The conclusion of the Sacco and Vanzetti case suggested that: 2. the two men were clearly guilty 3. **many Americans had an unreasonable fear of radicals and foreigners** 4. African Americans could not get a fair trial in most southern states 5. The two men needed better legal representation 6. The “Red Scare: was spurred by 7. the “Great Migration” of African Americans into the North 8. the rebirth of the Klu Klux Klan 9. the repeal of Prohibition 10. **increasing labor unrest and violence** 11. the death of President Harding 12. Which of the following statements is most consistent with the philosophy of Marcus Garvey’s Universal Negro Improvement Association? 13. blacks should demand integration in all areas of American society 14. **blacks should separate themselves from corrupt white American society** 15. blacks must elect their own candidates to state and national offices in order to become an integral part of white society 16. blacks must prove their ability at manual jobs in order to achieve upward mobility | |
| **Closing:** | |
| Teacher will collect exit tickets.  Teacher will explain the homework.  Complete the review guide in preparation for next week’s exam. | |
| **Homework:** | |
| Complete review guide. | |
| **Accommodations:** | |
| None for this class | |

**Assessment Items:**

*See independent practice exit ticket.*